

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

<u>1</u>	Elementary schools (includes K-8)
<u>1</u>	Middle/Junior high schools
<u>1</u>	High schools
<u>0</u>	K-12 schools
<u>3</u>	TOTAL

2. District Per Pupil Expenditure: 14872

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 7 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	0	0	0
K	12	11	23	7	0	0	0
1	10	8	18	8	0	0	0
2	12	9	21	9	0	0	0
3	12	14	26	10	0	0	0
4	14	8	22	11	0	0	0
5	13	7	20	12	0	0	0
			TOTAL STUDENTS IN THE APPLYING SCHOOL				130

6. Racial/ethnic composition of the school: 20 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
57 % White
22 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	122
(5)	Total transferred students in row (3) divided by total students in row (4).	0.082
(6)	Amount in row (5) multiplied by 100.	8.197

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 83

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>20</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	91%	92%	92%	92%	93%
Daily teacher attendance	92%	93%	92%	87%	90%
Teacher turnover rate	0%	0%	22%	22%	0%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

Teacher attendance rates are low due to out of district professional development opportunities and bereavement leave. Travel in and out of the district adds two days to the leave automatically. In 04-05 and 05-06 very close family members passed away unexpectedly. In 08-09, one teacher went on maternity leave. Teacher turnover for two years was due to one release and three who left for personal reasons.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Evergreen Elementary School is located on Wrangell Island (approximately 45 square miles) within the city limits of Wrangell. The community population is about 2,058. The population grows in the summer months to include migrant fishing and tourist workers. The local economy currently revolves around the fishing industry, but also includes the U.S. Forest Service, medical facilities, retail businesses and the public schools that have helped to steady an economy devastated as the logging industry was destabilized. Even in the most turbulent and upsetting times community members strive to find ways not only to survive but also create a vibrant and progressive place to live.

Wrangell is in a temperate rainforest and enjoys milder temperatures throughout the year than the rest of Alaska. The beautiful landscape owes its lushness to the rainfall that averages about 80 inches a year. This fact does not deter an active outdoor lifestyle that is a major part of the lives of families in the community. Many families enjoy wilderness access throughout the year and look at the great outdoors as their backyard where they fish, hunt, camp, hike, picnic, and use recreational vehicles. Use of the outdoors includes maximizing what the land has to offer for subsistence as well as recreation. It is not unusual for community members to come together to harvest blueberries, fish, deer, clams, and other bounties of the area. The traditions of the Tlingit Native culture permeate the community in these activities. Currently, there is an even greater movement to encourage harvesting and consuming local food sources as well as creating a community garden.

Evergreen Elementary provides educational access to kindergarten to 5th grade and currently serves 128 students (about 17% Alaska Native, primarily Tlingit). Children learn at different rates and in different ways to become collaborative workers, self-directed discovery learners, complex thinkers, community contributors, and quality producers. This is the “Gingerbread Child” and guides staff support in the effort to provide students each a means to “excel to their potential.” There are 8 regular classroom teachers and one special education teacher. The art, music, and Spanish teachers are shared with the secondary school. A district technologist provides support to staff to incorporate appropriate technology throughout the curriculum. Our support staff is an integral part of the teaching staff and also include 8 paraprofessionals who perform a variety of job descriptions including working with intensive needs students, small groups, one on one tutoring, and whole class activities. The school secretary and custodial staff round out the daily school community and is as much a part of the success of the school. Getting to know individual students is a normal part of how each adult that enters the school helps to create a safe and warm nurturing environment for creative learning.

The success of Evergreen can be attributed to a variety of reasons but a major factor is the partnerships created across the community to support students outside of the traditional academic sphere. The staff collaborates with the Public Library staff on projects that focus not only on the importance of reading but also the joy. One is continuing the Accelerated Reader program, which tracks individual student reading, during two of the summer months and now during the two-week winter break so that students have access to this one component for monitoring reading quantity. There are numerous events throughout the year where collaboration with local businesses, U.S. Forest Service, local public nurse, local mental health agency, Police and Fire department, Parks and Recreation department and other community individuals provide activities, events and support for the students at Evergreen.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Standard Based Assessment (SBA) is given to every 3-5th grader in the spring. The assessment shows where students are in terms of the grade level expectations prescribed by the state. Students are scored Advanced, Proficient, Below Proficient or Far Below Proficient. Proficient is the level that demonstrates “meeting the standard” for the state criteria. At Evergreen Proficient and Advanced scores are the expected levels of performance for students.

The average percentage of students attaining proficient and advanced scores for the years noted in Reading is 95%. The average for Mathematics is 93%. These are high scores yet there is room for improvement. Standard Based Assessment (SBAs) data is studied by the staff each year by grade level, classroom, and individual student scores. Information from this session provides information on specific skills that teachers may need to hone in on for the next year. When student scores dip as a grade level or class this information helps the teachers to look at their own practice. When an individual student goes down from year to year a different approach for that student will be developed.

Looking at the scores from the past five years it is evident that the 3rd grade scores are higher on the average than subsequent grade levels. Providing the primary grades the majority of resources has been the strategy used for several years. Title I resources are focused at the K-3 grade levels and less support has been traditionally given to the intermediate grade levels for Reading and Mathematics support. The primary classes also have lower class sizes than the intermediate classes. This focus on the primary grades shows in the data. Resources continue to be funneled into the primary grades because the importance of giving students a great start cannot be underestimated.

Discussion about subgroups is not easily done based on this application as more often than not there are fewer than 10 students listed in any of the subgroup categories. It can be noted however that last year enough students were listed under the Socio-Economic/Disadvantaged subgroup at each grade level to see that 100% were proficient or advanced in Mathematics in all grade levels. In Reading 100% of the 3rd grade students and 94% of the 4th and 5th grade students were proficient or advanced.

Scores in 2008-2009 for all grade levels were excellent. These high scores can be partly attributed to using a browser-based program called Study Island that helped students practice the standards in an interactive way. Teachers could monitor the skills that each student had difficulty with and provide focused instruction or provide extra time to practice using this program.

Scores for the school as a whole has progressively gone up in the past three years. ‘For the 2008-2009 school year staff won the state incentive award based on student scores that demonstrated a particular level of growth in reading, writing, and mathematics.

<http://www.eed.state.ak.us/>

2. **Using Assessment Results:**

Every student at Evergreen Elementary has an Individual Learning Plan (ILP). This plan is created using data collected from a variety of sources, including but not limited to school-wide assessments. Assessments are based on grade-level skills and developmentally appropriate measures. Kindergarteners go through a prescreening before the first day of school. This information is used to determine class assignments to balance classes. A kindergarten developmental profile is also developed for all kindergarteners during their first month

of school. This information is used by the teachers as well as sent to the state department. A mix of computer generated assessments (such as STAR Math, Scholastic Reading Inventory (SRI), and STAR Reading), one on one assessments such as DIBELS, school-wide writing assessments, state mandated Standards Based Assessment (SBA), Terra Novas, as well as teacher generated tests are used to create a broad base of information for all grade levels. The information on the ILP is primarily used to highlight progress at specific times of the year to report to parents; however, the assessments are also used to guide teachers in decisions such as whether a student qualifies for Title I services or should be monitored through the regular education intervention process.

A survey is sent home to parents to gather their input about their child's learning. Parents are asked to provide their opinion on their child as a reader, writer, and math student. This information is important to begin a dialogue between the parents and teacher right at the beginning of the year rather than wait for the first reporting period to be completed.

3. Communicating Assessment Results:

During the first month of school all students are assessed using multiple assessments that are recorded on their ILP data sheet. This is then sent home to parents for review and their signature. Based on this information, parents or teachers can call for a meeting to go over the data. This provides everybody a baseline to begin the year. This information can also be used to determine if regular interventions or Title I services need to be put into place for students who are showing discrepancies that place them at risk.

The information gathered in the ILP document is also shared with parents during conferences twice a year for all students. Parents are encouraged to bring the student with them to the conference to provide students ownership in the information being shared. As students take ownership of this information many will take part and even lead the conference. Over the past six years each year more students are participating and even leading their conferences. Parents are an integral part of this process and their participation has been in the 92-95% range.

Information about school data is shared through the Report Card to the Public. Information is mailed home to parents and placed on the district website. A school board workshop specifically focused on the report is scheduled during the fall just before the regular school board meeting. Principals are on hand to make a verbal report and answer any questions made. Input from the public is encouraged. The report is also shared with the school's parent advisory committee when it is published. The local radio news and paper both report on the assessment results.

4. Sharing Success:

Evergreen Elementary is located on an island that is only accessible by air or water. Transportation is expensive and travel for staff is not as frequent as might be in other locations; however, staff share their expertise whenever possible through participation in conferences and state-based work groups. Staff have been active members during the standards based movement creating benchmarks, grade level expectations, and assessment questions for the state department. Staff members have presented at conferences and provide workshops opportunities for their colleagues in other parts of the state.

A Blue Ribbon School status shows that a school has been recognized as attaining a standard of excellence. Sharing our success would be a pleasure. If we are awarded this honor we would be able to place that information on our district website. We would be able to share information about how we do business and provide a method for interested parties to contact us for more information. Education is about teaching, learning, and collaborating. We will continue to teach, learn, and collaborate.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum is based on Alaska's Content and Performance Standards. Grade level expectations are provided for many of the core content areas and are used as the basis for much of what is focused on at each grade level. Because the teachers have a strong say in what is to be delivered they have ownership in what is taught.

Reading is the main focus at all grade levels, as we believe that it is an important indicator for a student's ability to succeed academically. All teachers read aloud to their students daily as well as provide time for individual and group reading. Guided reading and literature circles, where comprehension is developed is also a regularly occurring activity.

Reading and Writing are closely tied together in all classrooms. Students will write and then share by reading what they write; vocabulary development is tied to spelling outcomes; and the use of conventions is tied to meaning in text. A school-wide writing assessment is done four times a year. One topic is used for all grade levels. Teachers come together to score these papers. In this way teachers from each grade level are exposed to the writings of students at other grade levels. This is also an opportunity to see other students' work and discuss ways to help them progress by looking at it from different perspectives. It is also an opportunity for the staff to determine if there is a significant trend from one grade to the next that need to be addressed.

A science textbook from Harcourt Publisher that is aligned to the State Standards was adopted two years ago. Teachers use the textbook as a base. The materials that are part of the textbook include labs, videos, worksheets, assessments and other teacher materials that include web-based resources. Teachers bring in hands on activities as often as needed to provide students with first hand experience that bolster their engagement and utilize all their modalities.

Social Studies/History begins for primary students with a focus on their families and our community and continues on in the intermediate grades to studies of our home state, our country, and then the world. All classes also incorporate lessons on the local Native culture, Tlingit. Local Native organizations and individual members come to the school throughout the year to share their knowledge of subsistence living; Native arts; Tlingit language; and important historic Native events and persons.

The Spanish language teacher is currently being utilized to provide an introduction to this language. This is an area that has been accepted as an important ability that needs to be developed and provide to students at a younger age. Funding has been the primary issue so sustainability will continue to be an area of concern.

A specialized art teacher is also not a given based on budgetary concerns. However, the district is a part of the Alaska Arts Education Consortium, which has provided three teachers from the elementary school with outstanding professional development during the summer on how to integrate the arts into their classrooms. The high school art teacher also has been able to come to the elementary school on a part-time basis some years as his high school schedule allows, and teach art to the students while the regular classroom teacher is present. This provides students with an expert in the field and gives the classroom teacher training in the art skills presented to their students. The high school music teacher teaches each class at the elementary twice a week. At 5th grade the students are all in band. This provides them an opportunity to play an instrument before middle school.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Reading is an area that is celebrated at Evergreen. Students are aware of the importance of learning to read from the moment they step into the building. Reading homework is a given in each classroom. A partnership

between the Public Library and the school has provided students with the means to continue using a program (Accelerated Reader) they are familiar with at school during the summer months and the winter break. Two major annual events during the school year are the Book Fair and the Hooligan Reading Race. Both celebrate the quantity and quality of reading for all students. The school library is open for business before school and throughout the day and students are expected to always have a book on hand.

Starting at the earliest grade levels on up to 5th grade direct instructions of phonics, vocabulary, and reading skills are built upon for the next level of skills. Classrooms are literature rich and books are used to reinforce rules/skills learned. Assessments drive instructions and flexible groups are normal as students are supported based on their individual needs. This eclectic approach places responsibility on the teacher to make sure that each student needs is met and that each child's program supports their strengths and provides a means to improve their deficits. Small class sizes at the primary grades make this individualized approach possible.

Teachers have been provided training in Lindamood-Bell, Slingerland, and Read 180. A variety of resources are available that include Accelerated Reader, SRA, and Study Island. Assessment tools such as STAR Early Literacy, STAR Reading, DIBELS, and Scholastic Reading Inventory are utilized. Teachers use these to assess and guide student individual plans. All these programs and resources have been chosen primarily because they have been noted in research as programs that improve students' reading abilities; support the skills necessary to scaffold the next skill sets; and/or provide assessments that can direct instruction. This multifaceted approach has provided opportunities to differentiate learning and provide individual students with the program that works best for their needs.

3. Additional Curriculum Area:

Mathematics, science, and social studies/history are all valued at Evergreen. Currently, much emphasis has been placed on 21st Century skills that our students will need. Technology is not a curriculum area but rather one of the means towards providing opportunities for students to create and use critical thinking skills throughout all curricular areas. Teachers at Evergreen utilize many tools provided by current technologies to individualize instruction and to create opportunities for students to collaborate and create work that uses critical thinking skills while gathering information. Accelerated Reader (computer based program) is used to keep tabs on reading levels and quantity of reading. This is important because the more a student reads the better he or she performs in other subject areas and is an indicator of success throughout the years. Comic Life (software) is used in a variety of ways at all grade levels and different subject area to help students synthesize information in a creative way. The Leap Frog Learning System provides kindergarten and 1st grade students a way to practice letter sounds that is individualized and productive.

Students are heading into a future that is full of change. Our main focus is to teach students how to adapt by learning. In the past there was a right and wrong answer. The future is more about asking questions and evaluating answers. Utilizing media-rich and multisensory stimulations that help the learner to construct knowledge from many sources is part of how technology influences all subject areas.

4. Instructional Methods:

Each student's skill levels are assessed throughout the year using formative assessments. If a student is found to be lacking in a particular area, the teacher finds opportunities for the student to get the extra help he or she might need. One example is working with the high school to find student aides who can come into the classroom to work one on one with a student or small group on their math facts. Another example is providing time on a website that uses interactive games to provide the student a positive way to practice a difficulty concept. In math, 2nd -5th grade students use Accelerated Math, which is a program that is computer generated so that as students answer questions the next set of questions are created based on those answers. This individualizes all their work so that they progress based on their own needs. The teacher easily tracks this

program so that they can create lesson plans for the class based on knowing exactly the areas their students needs more guidance.

Students in subgroups that are traditionally considered disadvantaged are not necessarily at a disadvantage at Evergreen, as student needs are reviewed on an individual basis. Their needs are not limited to academics and can include emotional needs, a transient lifestyle, or behavioral issues. Once the student needs are assessed a course of action can be put into place and the appropriate support put into place.

5. Professional Development:

Staff development is based on district goals, which includes ensuring success for our students in Standards Based Assessments (SBAs), employability and life skills as well as to ensure successful application of technology that is competitive, appropriate, and of the highest standards. University credits are available during in service days and often include learning time beyond those days.

The last two years the district has focused on providing training tied to the One to One laptop initiative at the high school. Though the elementary school does not have a One to One program an infusion of laptops has occurred and all staff has been receiving ongoing training from Apple. The professional development does train staff to use the software on the laptops but the focus is on the appropriate integration of technology that focuses first on student learning. Using the applications and tools available such as Comic Life to provide students a mean to creatively synthesis information from a unit is encouraged.

Twice a month there are collaboration days provided for staff members to collaborate as a whole staff or in small groups. These times are also used to provide training using new technology that can then be used to enhance student learning as well as trainings on specific programs such as Study Island and Read 180. Early release days have also been used for required trainings such as Gender Equity and Blood Borne Pathogens training, and also have been used to train staff in CPR and First Aid.

6. School Leadership:

Evergreen's faculty has a very low turnover rate and so most of the staff has worked together for more than 10 years. It is a collaborative group that has worked together on many events during each school year. The philosophy of teamwork and providing the best supportive environment for student learning is central to every event, program, and policy. Because of the collaborative nature of the group, leadership is shared. One faculty member may take the lead on the primary grades' annual Sea Day, while another will be the lead on organizing an artist's visit. Some events occur each year and the staff has created a routine to efficiently organize the event with each teacher taking care of different aspects through a collaborative process.

The principal provides crucial support by acquiring necessary materials, personnel, and training for staff. Support is also given to teachers in their efforts to become better versed in their particular fields through conferences and in-house seminars. As the Federal Program Director her use of Title I, Migrant, and Title V funds through those programs have provided support to students most in need. She manages the efforts of teachers and staff in their various roles as reading or math support for targeted intervention, and keeps a close eye on data to determine if a program is successful.

The principal has fostered a school culture, which supports creativity in problem solving, and a collegiate environment where students' needs are placed first and progress becomes the end in itself. The principal runs the school's 2nd Step (violence prevention program), which enables her to relate to students in a positive way, and provide strategies for the students, which help her in her attempts to manage behavior and empower students to make good choices. She knows the students by name, and is constantly reminding staff that respect is earned, not owed, and this is evident in the respect that she shows the students and staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Standard Based Assessments

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	95	96	100
% Advanced	63	68	37	50	50
Number of students tested	19	22	19	24	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93			
% Advanced	57	71			
Number of students tested	14	14			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced				91	
% Advanced				54	
Number of students tested				11	

Notes: Not all subgroups for each year are listed because those subgroups had less than 10 students for that category or year.

Subject: Reading

Grade: 3 Test: Standard Based Assessments

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	95	100	100
% Advanced	63	67	47	68	43
Number of students tested	19	21	19	22	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	92	0	0	0
% Advanced	57	69	0	0	0
Number of students tested	14	13			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Not all subgroups for each year are listed because those subgroups had less than 10 students for that category or year

Subject: Mathematics

Grade: 4 Test: Standard Based Assessments

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	88	88	94
% Advanced	74	47	42	53	39
Number of students tested	23	17	24	17	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100				
% Advanced	69				
Number of students tested	16				
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced			83		92
% Advanced			42		23
Number of students tested			12		13

Notes: Not all subgroups for each year are listed because those subgroups had less than 10 students for that category or year.

Subject: Reading

Grade: 4 Test: Standard Based Assessments

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	96	100	88	94	88
% Advanced	48	41	33	23	27
Number of students tested	23	17	24	17	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94				
% Advanced	44				
Number of students tested	16				
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced			83		75
% Advanced			33		37
Number of students tested			12		13

Notes: Not all subgroups for each year are listed because those subgroups had less than 10 students for that category or year.

Subject: Mathematics

Grade: 5 Test: Standard Based Assessments

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	76	88	90	85
% Advanced	68	40	71	42	55
Number of students tested	19	25	17	38	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100				67
% Advanced	69				50
Number of students tested	16				12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced		62		82	
% Advanced		31		35	
Number of students tested		13		17	

Notes: Not all subgroups for each year are listed because those subgroups had less than 10 students for that category or year.

Subject: Reading

Grade: 5 Test: Standard Based Assessments

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	84	88	90	88
% Advanced	32	32	65	26	36
Number of students tested	19	25	17	38	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100				75
% Advanced	25				17
Number of students tested	16				12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced		63		82	
% Advanced		23		10	
Number of students tested		13		17	

Notes: Not all subgroups for each year are listed because those subgroups had less than 10 students for that category or year.